

### **Context**

This 30 minute segment is part of a day long introductory workshop on guided reading usage and strategies. This portion of the workshop would begin after students have been introduced to the multiple definitions of guided reading, the history of its development, how guided reading fits into a well-rounded reading program, research about its success, integration across the curriculum ideas, grouping procedures, and timing considerations. We will be at the end of the workshop so this portion is the most active in order to keep the learners engaged through to the end of the day.

### **Outcomes for this lesson**

Students will be able to:

- Explain how to find the level of a guided reading text using Fountas and Pinnell's book *Guided Reading*.
- Use guided reading texts to teach specific content area goals related to early emergent and emergent reading instruction
- Recognize the value of manipulatives in early childhood education
- Create manipulatives from everyday materials to meet the needs of their learners

### **Outline**

In the actual implementation, students will be returning from a break after the first part of the workshop. We will begin by reviewing the information that has been covered.

#### 1) Review (5 minutes)

During this time we will quickly review any questions that the learners have regarding information we have already covered and clear up any problems that learners may have with the concepts that have been discussed. I will begin the review session by asking some questions to gauge learners' understanding of the material. Questions will include:

- a. Can anyone give me a definition, in their own words, of guided reading?
- b. Why can't the guided reading program stand on its own?
- c. What do you think about the research results we saw earlier in the day?
- d. What are some obstacles you see in implementing this program?

After we have discussed some of these topics I will ask learners to ask any clarification questions about the material already covered in the earlier session.

#### 2) Implementation and Materials Needed (25 minutes)

For this part of the session we will assume that in the classroom the teacher has grouped their students and worked out their schedule and now is looking for ideas on what to teach and how to teach it.

1. Learners will be shown the book *Guided Reading* by Fountas and Pinnell that they all have available to them in their classroom. We will discuss the list of book levels available to them in these texts for leveling their own book

collection using the student assessment levels as well as some of the strategies Fountas and Pinnell recommend using with young students. The instructor will show them an example of a guided reading text and then find it in the list of book levels so they will understand how to level it.

2. Examples of guided reading texts for use in grades K-2 will be shown and passed around the classroom. During this time, examples of how to use a guided reading book such as voice-print match, word counting, and picture cueing will be pointed out using the texts students are viewing. Each of the sites will have a facilitator that will hand out samples of books. Each site will be given a similar set of books so that students can easily see what the other groups are using as well.
3. After students have had a moment to look at the books I will have them give us ideas about ways to use the book they are holding. They can be as creative as possible with ideas for how to use that book in a small group setting. If learners are wary of volunteering information the instructor or facilitator will call on them to give some ideas. Ideas will be recorded on the PC display using Microsoft Word. We will compare the different strategies people come up with for the same texts. This will allow learners to see how many options there are within each guided reading book.
4. Using the ideas students have developed for using the books we will begin discussing manipulatives needed. The manipulatives that each learner has available already to them in their classroom will be introduced quickly and then the discussion will focus on extra manipulatives that each teacher may need but does not have. I will introduce a few ideas for “creatively” finding your own ways of making the necessary materials and then students will be given an example of an activity (writing medium and textured letters) and asked to work in groups to find a creative way of developing the necessary manipulatives. (Ex. Magnetic boards are very expensive so what are some cheap ways of making your own magnetic boards?)
5. Learners will come back together as a large group and share their ideas with the group so that each person can go away with some good ideas for getting started on their individual collections of supplies. Again we will use a recorder to list the ideas on the PC display. The instructor and facilitator will provide additional manipulative ideas for the learners at the end of the discussion.
6. At this point we will do a quick Q&A session to clarify any information or issues that learners have with the material. Before they leave for the day each learner will be given a guided reading text to take home with them. Before the next day’s workshop they should use that text to formulate a list of ideas about concepts they could cover using that text as well as a list of the manipulatives they will need and how they can create them. It does not have to be a formal lesson plan because we have not covered how to do planning for guided reading but more a brainstorm list. Each learner will email their ideas along with the title of the book, the author, and the reading level to the workshop listserv by 8am the next day. This will give class participants time

to review their peers work and develop questions before the next day's session begins at 10am.

7. Before we break for the day we will have a special reading presentation from a Kindergarten student to demonstrate the effectiveness of guided reading on teaching reading. She will be introduced and then read a short text for the class. When she is done we will be finished for the day.